BROADSTONE MIDDLE SCHOOL

Narrators relay stories from their own perspective

Narrative perspective / narrative voice shows the narrator's point of view shows in relation to the events & characters. The writer chooses this carefully as it has an important effect the reader's response. By understanding narrative perspective, readers can delve deeper into the construction of stories, gaining insights into characters, themes, & the author's intentions.

First Person

- A character within the story is telling the story.
- Uses personal pronouns used are *I, my, me, we*.
- Provides insights into thoughts, feelings, & experiences of a single character.
- Limited & unreliable as narrator only experiences things through one character.

Second Person

- Uses personal pronouns *you, your* to directly address the reader.
- Creates a sense of immediacy & involvement.
- Less common in traditional narratives but used in instructional texts or immersive experiences such as "you choose" stories.

Third Person Limited

- The story is being told by the voice of someone who is not a character.
- Told from the perspective of a single protagonist, referring to them by name or using a third person pronoun such as *they, he, she.*

Third Person Omniscient

- Told by a voice who shows they know more than the characters.
- "Omniscient" is of Latin origin meaning "all-knowing" & is based on -scire "to know".
- The main personal pronouns used are *she*, *he* & *they*.

Functions & Effects of narrative perspective

- Character Development: Different perspectives allow readers to understand characters from varying angles, influencing their perceptions & empathy.
- Plot Development: Perspective choice can manipulate the reader's understanding of events, leading to surprises or revelations.
- Engagement: The chosen perspective can affect how readers connect with the story & its characters, influencing their emotional investment.
- Theme Exploration: Narrators' perspectives can highlight themes such as identity, truth, & perception, shaping the overall message of the narrative.

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The purpose, audience for & context of the writing can support comprehension.	A persuasive argument takes one side (biased).
- AUDIENCE ~ Who is the text for? - PURPOSE – Why was is written? - CONTEXT ~ What is the situation? - If we apply this thinking to Mortal Engines by Philip Reeve, the audience is teenagers; the purpose is to entertain & the context is a dystopian version of London. The city is now a giant machine striving to survive on a world that is running out of resources. Think about what prior knowledge you have that helps you understand.	- Expository writing explains or informs. It talks about a subject without giving opinions. - Descriptive writing focuses on communicating the details of a character, event, or place. - Persuasive writing tries to bring other people around to your point of view.

Deliberate language, punctuation & grammar choices create a sense of mood, atmosphere & character.

Authors challenge the reader through deliberate language, tone & style.

The writer must create the right tone in their writing depending on who they are writing to & writing about.

Authors edit writing to maximise the impact of vocabulary, grammar & structural choices on the reader.

- Language choice - is key when creating mood, atmosphere, characters, tone & style.
- Mood & atmosphere are most clearly shown in the choice of setting (place & time).
- Atmosphere - creates & maintains that emotion through language, imagery, & specific detail.
- Mood - is the target emotion – how you want the reader to feel.
- Tone - is the way an author shows their own or their character's feelings about something. The attitude or feeling that their writing conveys.
- Style - think about your audience & write in the style they expect.

Authors summarise information to inform their writing.

Information can be organised in different ways to inform writing i.e. chronologically, significance, character priority, back story.

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==A colon can be used to separate & independent clause from examples or explanations that give more information.==

==A colon is used to introduce a list.==

A whole page about colons for you to get your head around now. Colons are pretty useful — you can use them to introduce lists and explanations. Read this page to find out how.

Use Colons to Introduce a List

This is a colon: :

If you want to introduce a list, you use a colon.

> This is what you need to go camping: one tent, a gas stove, board games, two saucepans, a kettle and a torch.

Only use a colon to introduce a list if it follows a main clause (see p.2). If this sentence started with "you need", you wouldn't use a colon because that's not a main clause.

A Colon can Introduce an Explanation

Colons are also handy for showing that you're about to explain a point you've just made.

> Mr Fligginbottom was feeling very stupid: he'd forgotten how to punctuate properly.

COLON

Remember, the first part of the sentence needs to be a main clause — it has to make sense on its own (see p.2).

The bit after the colon explains what was said before — it explains why Mr Fligginbottom was feeling very stupid.

Here's another example:

> Imran punched the air in triumph: he had scored the winning goal.

COLON

This is a main clause.

This bit explains what was said before the colon.

Semicolons are a bit harder than colons, but they're still straightforward when you know how to use them. Helpfully, this page will tell you all you need to know to make you a semicolon expert.

Use Semicolons to Break Up Lists

This is a semicolon: ;

Semicolons can help you to organise long lists and make them easier to read. They're particularly handy when you want to organise a list containing other punctuation.

The first part of the sentence is a main clause.

> Lizi's reasons for not going to school were quite simple: she really hated being told where to go and when; the compulsory school dinners always tasted foul; and the uniform, a bright pink, wasn't her colour.

The list is introduced by a colon, then divided into sections with semicolons.

Unlike with commas, you do need a semicolon before "and" in this list.

For more on clauses see p.2.

Semicolons can Join Clauses in a Sentence

You can use semicolons to join clauses together. Both clauses need to be about the same thing.

> Katie married her childhood friend; her brother, Jacob, missed the wedding.

SEMICOLON

Both clauses could be sentences on their own...

...and they're equally important points.

Here's another example:

> Joel ordered a rhubarb pie; Ashley asked for a crumble.

SEMICOLON

This is a main clause.

This is a main clause too.

==A stereotype is a widely held but fixed & oversimplified image or idea.==

==Authors develop characters to challenge stereotypes.==

==Characterisation is a device when a writer uses detail to teach about a character.==

Apart from being predictable, stereotypes make for flat, one-dimensional characters. Complex, relatable characters keep readers engaged. Stereotypes put a barrier between the reader & the character and the reader believes they know everything there is to know about a character. Characterisation is the way writers create characters & make them unique & believable.
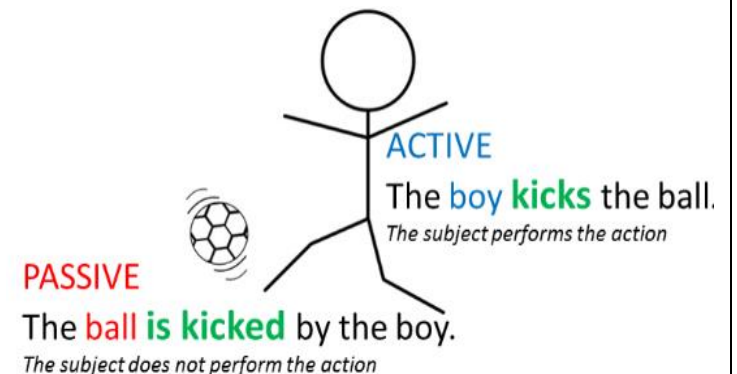
- What are the characters like?
- What do the characters say (dialogue)?
- What do the characters do?
- How are they described?
- How are they seen by other characters?

==Readers identify the effectiveness of the author's work by comparing & contrasting features of texts.==

Comparisons involve **similarities. Contrasts** focus on **differences**.

- Character Development - Contrasting characters can highlight their individual traits and motivations, while comparing characters can reveal common themes or arcs.
- Theme Exploration - Comparing and contrasting themes across different works can provide insights into universal human experiences or societal issues.
- Plot Development - Contrasting plot structures or narrative techniques can showcase different storytelling approaches and their effects on the reader.
- Setting and Atmosphere - Comparing and contrasting settings can establish mood and atmosphere, as well as highlight cultural or historical differences.
- Symbolism and Imagery - Analysing similarities and differences in symbols and imagery can deepen understanding of the underlying themes and messages.

==Active voice is when the subject of the sentence is performing the action to the object. The emphasis is on the person/thing performing the action. Passive voice is when the subject of the sentence is having something done to it by the object. The emphasis is on the action being performed.==

ACTIVE
The boy kicks the ball.
The subject performs the action

PASSIVE
The ball is kicked by the boy.
The subject does not perform the action

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Authors think very carefully about the words they use. Sometimes they don't want to make what they mean obvious — you may need to make an inference.

Sometimes you have to make an Inference

1) When you're reading a text, the writer won't always say exactly what they mean.
2) This means that you need to make an inference — look closely at the text and pick out anything that gives you a clue to the writer's thoughts. Often the language used will give you an idea:

An inference is a conclusion reached on the basis of hints given by the author. For example, if a character shivered, you might infer that they are cold.

The menu was unexciting — nothing inventive or out of the ordinary. The dining room, with its drab colours and small windows, was gloomy and uninviting.

Words like "unexciting" and "uninviting" are very negative. From this, you can infer that the writer disliked the restaurant.

3) Many words have connotations — an impression you get from the word on top of the actual meaning.

Quinn put the shopping on the table.

Quinn dumped the shopping on the table.

Both sentences tell you where Quinn placed the shopping. "Put" doesn't tell you anything else, but "dumped" suggests that the shopping was heavy, or that Quinn was fed up of carrying it.

Anwar glanced at the new student.

Anwar scowled at the new student.

"glanced" and "scowled" both tell you that Anwar looked at the new student, but their meanings are different. "glanced" means that Anwar looked briefly, but "scowled" suggests he gave the new student a horrible look.

4) Watch out for writers being sarcastic or ironic though. There's more on p.35.

The plate of food that arrived in front of me looked utterly delicious — burnt toast and overcooked eggs.

"burnt toast and overcooked eggs" are not "utterly delicious". The writer is being sarcastic — you can infer they're very unhappy about their meal.

Use phrases to show that you've made an Inference

Here are some helpful phrases to use in your essays to show that you've inferred something:

This suggests that..

This implies that..

The author seems to be...

Inverted commas (or speech marks) are used to show when someone's speaking. All you've got to do is use them in all the right places. You've guessed it — learn this page...

Inverted Commas show when someone is Speaking

Every time someone speaks in a sentence, you need to use inverted commas. Inverted commas go at the start and end of the speech.

"Don't leave the cage door open," warned Sally.

Inverted commas surround the exact words Sally said. This is called direct speech.

Sally warned him not to leave the cage door open.

This doesn't need inverted commas because no one's actually speaking. This is called indirect speech.

Start with a Capital Letter...

Make sure that the spoken bit always starts with a capital letter, even if it isn't at the beginning of your sentence. If there's a bit before the direct speech, you need to add a comma before the inverted commas.

You need a comma before the direct speech.

Harry said, "Don't worry, I won't."

It starts with a capital letter.

... and End with the Right Punctuation

The spoken bits of your sentences need to end with either a full stop, a comma, a question mark or an exclamation mark. No matter what punctuation you use, it needs to go INSIDE the inverted commas.

Ruby said, "I knew you shouldn't have trusted Harry."

The sentence is finished, so you need a full stop.

"He's useless," she declared.

The speech has finished but the sentence hasn't, so you need a comma here instead of a full stop.

"Did we feed the bear before it escaped?" asked Jill.

This speech is a question, so it ends with a question mark.

Careful — you don't need to use a capital letter after the punctuation within the inverted commas.

TEST YOUR KEY KNOWLEDGE

1	Name the narrator's perspectives: a) Know everything that's going on in the story. b) Provides insights into a single character. c) Immersive and creates great involvement in the story. d) Narrated from the perspective of a single protagonist.	a) Third person omniscient b) First person c) Second person d) Third person limited
2	What is the definition of stereotype?	A stereotype is a widely held but fixed & oversimplified image or idea.
3	--------------- is the target emotion.	Mood.
4	What three factors help us to comprehend a text?	Purpose, audience, & context.
5	--------------- shows the authors attitude or feeling that their writing conveys.	Tone.
6	Why do author's challenge stereotypes?	To avoid one dimensional character, predictability, complex.
7	Mood & atmosphere are most clearly shown in the choice of ----------------.	Setting.
8	Is this active or passive voice? Valentine chased Hester through the streets of London.	Active voice as Valentine is the subject performing the action chased on Hester.
9	-------------------- creates & maintains that emotion through language, imagery, & specific detail.	Atmosphere.
10	What is the purpose of using a colon in writing?	Introduce a list, an explanation, or a quotation in a sentence, draw attention to information that follows.
11	True or false. When comparing, look for similarities. When contrasting, look for differences.	True.
12	An ------------- is a conclusion we reach based on hints or clues given by the author. It is used when an author does not explicitly say what they mean.	Inference.
13	Where should punctuation be placed when using inverted commas?	Inside the inverted commas.